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ABSTRACT

In order to study the effects of community control in schools on expectancies in black fifth through eighth grade children, five major categories of expectancy were of interest: internal control, group pride, success expectancies, self-esteem, and school attitudes. Focus was on the relationship between inner versus outer locus of control and achievement. Subjects were 980 black urban school children, and the question and answer scales used included the Crandall-Katkofsky-Crandall intellectual achievement responsibility scale, Bialer's locus of control questionnaire, and versions of the Rotter scale for high school students. The study revealed a general factor of personal efficacy, undifferentiated by person or race. There was also a factor of control over other people. These expectancies account for more than 15% of the variance in achievement scores for this age group. (LH)

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THE RELATIONSHIP BETWEEN INNER VERSUS OUTER LOCUS OF CONTROL AND ACHIEVEMENT IN BLACK MIDDLE SCHOOL CHILDREN (5th through 8th Grade): A Psychometric and Validity Study

A Report to the Carnegie Corporation

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Abstract

The study of expectancies in black 5th through 8th grade children revealed a general factor of personal efficacy, undifferentiated by person or race. There is also a factor of control over other people. These expectancies account for more than 15% of the variance in achievement scores for this age group.

Background of the Study

Expectancies about the self are important in accounting for the academic achievement of children, particularly children from minority groups. In the largest study of school children in which expectancy questions were asked (Coleman, 1966) more of the variance in the achievement scores of minority children was related to their expectancies for themselves than was true for white children. The factor most strongly associated with achievement was an expectancy of being in control of one's own successes or failures. Out of all of the variables measured in the Coleman study, these expectations showed the strongest relation to achievement at all three grade levels (6, 9, 12); more than all measures of family background (i.e., father presence in the home, number of brothers and sisters, parents' education, economic level of home environment, reading materials in home, parents' interest in child's schooling, or parent's desires for child's further education),and more than all school variables (i.e., school facilities, per pupil instructional expenditures, teacher characteristics, and curriculum).

Moreover, these attitudinal variables accounted for more of the variation in achievement than any other set of variables (all family background variables, or all school variables together). In some cases the correlations of these expectancies with achievement were between .4 and .5, accounting for between 20 and 31% of the total variance in verbal skills. That so much of the variance in achievement could be accounted for by these expectancies indicates the power of this variable, especially since Coleman asked only

three questions and these questions were confounded by an inconsistent use of 1st and 3rd person phrasing. For older black children, expectancies about fate control accounted for about three times as much achievement variance than it did among whites.

Another finding of the Coleman report has been frequently cited. Although home background and the objective characteristics of schools had little influence on black children's sense of fate control, Coleman found an increase in expectancies of internal control with an increase in the proportion of white students enrolled in the same school. He also found that black children's concepts of their own ability declined as the proportion of white children in the school increased, although this did not affect their achievement, which was higher in majority white schools (Katz, 1968). This Coleman finding continues to be cited in support of the positive effects of integrated schools on black children's expectancies and academic achievement.

Studying Black Children's Expectancies

In order to study the effects of community control in schools on expectancies, five major categories of expectancy were of interest: Internal control, group pride, success expectancies, self-esteem, and school attitudes. An expectancy of internal control is the person's belief that rewards are contingent upon his own behavior. External control is the expectancy that rewards are controlled by forces outside the individual and occur independently of what he does (Rotter, 1966). There are a number of instruments which have been used to measure this concept and these vary in how situationally limited or general the questions are. The Rotter International External Control Scale and the Bialer (1961) Children's Scale refer to the inner-outer control expectancy in many different situations. The Crandall Intellectual Achievement Responsibility

Scale (Crandall et al., 1965) asks questions about children's beliefs on control of reinforcement only in the school situation. A number of studies show that belief in internal control predicts to many achievement motivation indicators such as planning and activity to reach desired goals, preference in achievement tasks and attempts to master the environment (Livernat and Scodel, 1960; Rotter and Mulry, 1965; Seeman and Evans, 1962; Strickland, 1965). The Crandall IAR measure shows a close relationship to school grades (Crandall, 1965). However, that for all these measures the standardization population was white and non-urban.

Internal-external control. In the larger study of effects of community control of schools on children, it seemed important to ask both about generalized and restricted types of control expectancies. It seemed likely that the child's sense of control over what happens to him in school would be picked up by the school specific items of the Crandall IAR Scale. Because these scales had not been standardized using a population of poor, black urban children, it was first necessary to do a separate study of how black urban children respond to the questions which have generally been used to study internal-external and academic achievement expectancies. It is this instrumentation study which is described in the report which follows.

Such a study is especially required because black children's expectancies about inner-outer control and personal and group success apparently are more complex and differentiated than those of middle-class white children. Middle-class white children do not differentiate between the Protestant ethic stated in first or third person terms as do black children. A study of black college students (Gurin, et al., 1969) found that internal-external control items grouped into a number of separate

factors, suggesting that for blacks, expectancies are more complicated. These factors included: Control Ideology, i.e., an internal or external focus re success and failure for the cultrue at large; Personal Control, i.e., what works for an individual; System Modifiability, i.e., whether political and economic efforts can make a difference in the system; and Race Ideology, i.e., placement of responsibility for the situation of blacks. On race relevant items this study found several additional factors: Individual-collective action, discrimination modifiability, individual-system blame, and attitudes toward racial militancy.

Group pride. In addition to generalized and specialized types of control expectancies, other attitudes were also of interest. There have been no studies of the relationships between group pride and the success and achievement expectancies of children. Group pride and a strong sense of ethnic identity have for several poor non-black immigrant groups been associated with a stronger sense of individual person efficacy (Guttentag, 1970). Because of this association it seemed important to sample attitudes toward group pride and racial membership. In the later study we wanted to know whether there was an increased sense of group pride in community controlled schools, and if so, whether group pride was related to positive expectancies of personal efficacy? Are attitudes towards group pride related also to positive expectancies for school achievement? Is this stereotype of individual blame rejected in favor of an ideology which places the responsibility for disadvantage in the social system?

This complex of attitudes about responsibility for the disadvantages faced by blacks has been labelled "individual-system blame" (Gurin, et al., 1969). It ties the group pride concept to the internal-external control concept. The Gurin study investigated these attitudes with Negro college students and found that internal belief about one's personal chances in life combined with an external or system blame ideology about the responsibility for the disadvantages of blacks produced both more competent and innovative behavior. This combination of beliefs and expectancies apparently gave the individual a sense of pride both in himself and in his group.

We do not know whether elementary school children differentiate between individual and system blame since this set of attitudes has not been studies below the age of adolescence.

Success expectancies and self-esteem. The child's personal expectations of success and his self-esteem also relate to both internal control and to group pride. Children's school expectancies have independent effects on grade performance in school over and beyond what is accounted for by the child's ability (Battle, 1966). These school expectancies are related both to persistence and level of striving in difficult tasks (Battle, 1965). Measures of a child's academic self-confidence and his success expectancies in school also affect the meaning of success and failure, and the child's willingness to delay gratification (Mischel & Staub, 1965) as well as the child's subsequent changes in his own self-evaluation (Crandall, 1963; Crandall, Good and Crandall, 1964). A number of studies show a relationship between school performance and self-esteem (Brookover, 1962; Epps, 1969; Fink, 1962; Wattenberg & Clifford, 1964). Logically, success expectancies are not necessarily

the same dimension as internal control expectancies. A child may have a strong sense of self-esteem but if he feels that what he does in school does not influence how the teacher judges him then he may have little expectation of academic success. Evidence indicates that in some predominantly white schools, black children with high self-esteem are judged by their teachers to be poorer in academic performance than black children with low self-esteem (Denmark, Guttentag & Riley, 1967).

These, then, were the dimensions of children's expectancies which were of interest. These first were chosen for study in a non-community contolled all black district because they seemed most likely to be influenced by experiences in a community controlled school.

Scales Used

The question and answer scales which have most frequently been used to study expectancies are:

1. The Crandall-Katkofsky-Crandall intellectual achievement responsibility (IAR) scale. The items on this scale ask about the sense of self-responsibility in achievement situations. This is a 34-item, forced choice scale. It was standardized on 923 children from grades 3 - 12. No urban children were included in the standardization population.

2. Bialer's locus of control questionnaire. This locus of control questionnaire was originally used in a study of success and failure in mentally retarded and normal children. It consists of 23 items to which the child answers "Yes" or "No". 21 items are phrased in the second person and two of the items are phrased in the third person. None of

the Bialer items deal with school-related situations. No items differentiate between the child's attitude toward himself and his attitude toward what the world is like. There are no items which deal with the child's feelings about himself as a member of a minority group. The scale is significantly related to social class.

3. Graves and Jensor adapted a version of the Rotter scale for high school students. The questions tap internal-external control. There are 40 forced choice items.

4. Coleman asked three questions about control of the environment. These were: "Good luck is more important than hard work for success"; "Every time I try to get ahead something or somebody stops me"; "People like me don't have much of a chance to be successful in life." These questions were given to a national sample of children in grades 1, 3, 6, 9 and 12.

5. Gurin and Katz used Rotter's internal-external scale with 4,000 black college students. They added seven other items to assess beliefs and causes of success and failure among blacks, and factor analyzed the Rotter items into personal vs. ideological beliefs. None of the Gurin items had been used with children younger than adolescents.

Note the Nowicki-Strickland, developed after this study was conducted. The Nowicki-Strickland was used in later study with lower school children. Items from these scales formed the pool for the questionnaires which were given to a large population of black children. Questions not originally designed for children were reworded and pre-tested to be sure that 5th through 8th graders could understand them.

The scales were intended to include questions which had meaning for black children from 5th to 8th grades. The instruments covered inner vs. outer locus of control expectancies generally, and, more specifically, attitudes toward control ideology, personal control, system modifiability, race ideology, individual-collective action, discrimination modifiability, individual-system blame, and racial militancy. With the exception of the Coleman items, none of the previously listed scales had been extensively used with large populations of urban black school children.

Subjects

Subjects in this were 980 black urban school children, from grades 5 - 8. None of them were in school districts later used as either control or experimental samples in the study of community controlled schools. Social class, sex and academic achievement information was obtained from the school records of all subjects.

All of the Crandall, Katkofsky and Crandall, Bialer-Cromwell, and some of the Rotter, Jessor and Gurin items were included. Two alternate scales were constructed with items randomly selected for each scale. Each form contained half of the total pool of questions. Form A consisted of 65 items and Form B of 66 items.

Children were given the questionnaires in school in their classrooms. Two black experimenters administered the questionnaires in each classroom. One experimenter read each question aloud and the other saw to it that each child understood the questions and filled in his answers accurately. Because of the length of each one, only Form A or Form B could be filled out by each child, not both forms. (Later study has same population with both forms filled out. Results not part of this report.)

Results of the instrumentation study. The several major analyses reported here include:

1. Two separate factor analyses, of Form A and of Form B, based upon item intercorrelations.

2. Two multiple regression analyses, done separately for Form A and Form B. These take each of the expectancy sub-scales separately in turn as the criterion variable, predicting the scale score from age, grade level, sex, social class, and school achievement.

3. Four multiple regression analyses, done separately for boys and girls, and for Form A and Form B. These take school achievement as the dependent variable and predict it from the expectancy sub-scales, the total expectancy score, grade level, and social class.

Results

Some general information gained from the factor analyses of Form A and B: The average of the more than 2,000-item intercorrelations for each form was quite low, around .1. This is to be expected since a large number of the items were considered unrelated to each other, being from different scales. In general, few of the correlations were as high as .40, and not many were as high as .30.

Because of the relatively low item intercorrelations, only the first few factors extracted may be considered viable. The remaining ones might not replicate, because, for them, size of the factor loadings is of questionable statistical significance, even though large, adequate samples were used in the present study.

The following factors were found: (See Tables C and D in Appendix for factor loadings.)

Factors - Form A

I. General factor of personal efficacy. This factor accounted for 10% of the variance in item responses. The items pertain to competence, knowledge, and the motivation to succeed. The factor includes school and non-school items, and 1st, 2nd, and 3rd person items. Some items were racial, and other were not. Items from a number of the sub-scales are loaded on this factor.

II. Interpersonal control. This factor accounted for 2% of the variance in item responses. Except for a few items with loadings in the low 30s, these items pertain to the extent to which a child believes he can influence the behavior of other persons in relation to him and the extent to which he feels independent of their influence. As in Factor I, items with 1st, 2nd, and 3rd person tenses and items from the various sub-scales load on Factor II.

III. This factor, accounting for 2% of the variance, loads on only three items, two loadings being quite low, and this cannot be interpreted with confidence.

IV. This factor, accounting for 2% of the variance loads above 135 on only two items and 30-31 on three others. It cannot be interpreted with confidence.

V. Control of school performance. This factor, accounting for 1½% of the variance, loads above .30 on eleven items, the first six .35 or above. Four of the first six items pertain to school situations and thus this factor clearly pertaining to the child's feeling of control over his school

performance. While six of the items are from Crandall's scale, designed to measure these very expectancies, the two highest loading items are from the Rotter scale.

We may now examine the factors for Form B, randomly equivalent to Form A:

Factors - Form B

I. General factor of personal efficacy. This factor accounted for 7½% of the variance in item responses. It is the same as Factor I for Form A, descirbed previously.

II. Interpersonal control. This factor accounted for 3% of the variance. It is the same as Factor II for Form A, described previously.

III. This factor, accounting for 2% of the variance, has only two items loading above .32, and cannot be interpreted with confidence.

IV. This factor, accounting for 2% of the variance, has only one item above .31, and cannot be interpreted.

V. This factor, accounting for 1½% of the variance has only items with low loadings and is interpretable.

Some general comments on the results of the factor analyses are in order. By far the strongest factor to emerge for both forms took the form of a general factor of personal efficacy, with items representing competence, knowledge, and the motivations to succeed. Most of the variance in item responses is apparently accounted for by this general factor. Specialized groupings of items representing more specific factors were very weak and of questionable validity. Moreover, items representing scales previously designed by other investigators and intended to measure specialized expectations did not emerge as separate factors.

Since both factor analyses were based on larger samples, these results are not fortuitous. But they do not necessarily imply that the scales developed by previous investigators fail to do what they were intended to. The present study, unlike the previous ones, focuses on young, black school children. The conclusion seems fairly clear that for this category of individuals, expectations pertaining to personal efficacy are quite general and unspecialized. This suggests the desirability of using a general scale designed specifically for these children. The only additional factors to emerge were one for interpersonal control, pertaining to the extent to which a child believes he can influence the behavior of other persons in relation to him and the extent to which he feels independent of their influence, and control of school performance, appearing as a separate factor on Form A only.

The failure of items to group themselves according to the 1st, 2nd or 3rd person tenses, according to race, or indeed, according to any other definite categorization, suggests that these aspects of the items are not consistently and independently reacted to by young, black school children, a result rather different from those obtained with older high school and college students.

We turn now to the various regression analyses. First to be discussed are those analyses which take each of the expectancy sub-scales in turn as the dependent variable, predicting the scale score from age, grade level, sex, social class, and school achievement. Since these were done separately for Form A and Form B, only half of the items for each sub-scale score are present in each analysis.

For Form A, four scales yielded significant multiple r's ($<.001$); the other five did not (see Table 1). The significant r's were: Crandall, .405; Jessor, .363; Rotter, .360; Combined scales, .424. These r's are roughly of the same magnitude, and these individual scales predict almost as well as the Combined scales. Indeed, the Crandall and Jessor scales correlate .82 and .79, respectively, with the combined scales. Contributing most to the predictions are the achievement scores and grade level. Age, sex, and social class make only negligible contributions to the multiple r. Thus it is clear that expectancies are related to achievement.

For Form B, the Crandall, Rotter, and Combined scales again yielded significant multiple r's (.276, .279, .359; $<.05$, $<.05$, $<.001$ levels), although smaller ones (see Table 2). For Form B only, the Coleman scale items also yielded a significant r (.346, .01). Also less definitive are the contributions of the various predictor variables. Achievement and grade level are weaker predictors here, and age makes some contribution as well.

These analyses again show the importance of using a scale with many items (e.g., the Combined scale), although they also show that two subscales (Crandall and Rotter) are fairly strongly related to expectancies, and have some value as short measure of them.

Perhaps of greater interest are the regression analyses which take school achievement as the criterion variable and predict it from the expectancy subscales, total expectancy score, grade level, and social class. (A summary of these analyses appears in Table 3). Separate analyses are reported for Forms A and B, and for boys and girls. Clearly, there is a strong relation between these predictor variables and school achievement. The four multiple r's range from .710 to .593. As might be expected, grade level is consistently the best predictor of school achievement, as shown by the relatively high Beta weights. But the simple correlation between grade level and achievement for the four separate analyses is: .510, .466, .585, and .496. These are appreciably lower than the multiple r's; thus, the other predictors add significant increments to the multiple r's. Social class adds appreciably to the prediction of school achievement in all four analyses. But several of the expectancy subscales also make important contributions to school achievement, although not consistently so for all four analyses. The scales that contribute most to the predictions of achievement scores are: Bialer, Crandall, Jessor, Rotter and Combined. The Combined scale contributes more than any of the individual subscales, once again indicating the value of using a long, general expectancy scale, rather than individual, specialized scales.

Table 1

Regression Analysis Predicting Expectancies, Form B

Scale	Mult. r.	P	BETAS				
			Ach.	Comb. scales	Grade level	Sex	Social class
Bialer	.131	n.s.					
Crandall	.405	.001	.44	.10	-.43	.03	-.01
Gurin (Personal Efficacy)	.175	n.s.					
Jessor	.363	.001	.38	.04	-.20	.08	.03
Rotter	.360	.001	.35	.14	-.21	.12	.05
Gurin (Ind. System Blame)	.111	n.s.					
Gurin (Other)	.235	n.s.					
Combined Scales	.424	.001	.46	.07	-.32	.07	.01

Table 2.

Regression Analysis Predicting Expectancies, Form B

Scale	Mult. r.	P	BETAS				
			Ach.	Comb. scales	Grade level	Sex	Social class
Bialer	.175	n.s.					
Coleman	.346	.01	.16	-.05	.21	-08	-07
Crandall	.276	-05	.07	-.29	-33	.03	-02
Jessor	.150	n.s.					
Rotter	.299	.05	.16	-.07	.18	-.09	.05
Gurin (Ind. sys. blame)	.199	n.s.					
Gurin (Other)	.058	n.s.					
Combined scales	.359	.001	.24	-.19	.23	-.07	-04

Table 3.

Predicting Achievement from Expectancy Scales

	BETAS			
	Form A		Form B	
	Boys	Girls	Boys	Girls
Multiple r:	.684	.677	.710	.593
N	155	144	135	127
Predictor variables				
1.	-.234	.175	.123	-.371
2.	--	--	.128	.000
3.	.155	.261	.097	-.596
4.	-.018	.005	--	--
5.	.093	.284	.233	-.479
6.	.130	.098	.205	-.439
7.	-.089	-.008	-.030	.057
8.	.042	.003	-.037	-.049
9.	.154	-.265	-.194	1.235
11.	.497	.522	.492	.444
14.	.204	.239	.278	.161

Table C

Factor analysis of pool of expectancy questions for grades 5 - 8. - Form A (Varimax rotation)

Factor 1

Item No.	Content	Scale	Loading
44	a. There is no guarantee that a marriage will be happy; it depends on the breaks. b. You can always have a happy marriage if you work hard at it.	J	.63
10	a. Who gets to be boss depends on who was lucky enough to be in the right place first. b. Who gets to be boss depends on who knows the job and is good at it. Luck has little or nothing to do with it.	Ro	.56
19	Suppose you did better than usual in a subject at school. Would it probably happen a. because you tried harder, or b. because someone helped you?	Cra	-.54
38	a. Getting a job depends partly on being in the right place at the right time. b. If you're a good worker, you can always get a job.	J	.52
42	a. My own efforts alone determine how successful I am as a leader. b. Without the right breaks you can't expect to be an effective leader.	J	-.52

Table C (con.)

Form A

Factor 1

Grade 5th - 8th

6	a. Without the right breaks, one can't be a successful leader. b. Getting people to do the right thing depends on how much you know. Luck has little or nothing to do with it.	G (reworded Rotter)	.50
31	If you can't work a puzzle, is it more likely to happen a. because you are not especially good at working puzzles, or b. because the instructions weren't written clearly enough?	Cra	-.49
7	a. Talking to and working with whites is just a dodge. Only black protests and demonstrations will get rid of discrimination. b. Talking to and working with whites is the best way to get rid of discrimination. Protests won't do it.	G (Race Relevant)	.44
41	a. Sometimes, when I don't understand something in school, it's because the teacher doesn't explain it well. b. Not paying attention in class is the main reason for not understanding the work.	J	.44

Table C (con.)

Form A

Grade 5th - 8th

Factor 1

60	If another child was going to hit you, could you do anything about it?	Bia-Cro	-.44
56	When you get in an argument, is it sometimes your fault?	Bia-Cro	-.43
21	If a boy or girl tells you that you are dumb, is it more likely that they say that a. because they are mad at you or b. because what you did really wasn't very bright?	Cra	.42
28	If a boy or girl tells you that you are bright, is it usually a. because you thought up a good idea, or b. because they like you?	Cra	-.40
30	When you find it easy to work arithmetic or math problems at school is it usually a. because the teacher gave you especially easy problems, or b. because you studied your book well before you tried them?	Cra	.38
45	a. The best way to get along is to keep in mind the lessons you learned in the past. b. What's already happened is dead and gone, and it's better not to spend too much time thinking about it.	J	-.37

Table C (con.)

Form A

Grade 5th - 8th

Factor 1

46	a. How well you do in school depends on how hard you work. b. The grades you get in school depend partly on how much brains you were born with.	J	-.37
52	a. When whites see how strong blacks are, they get angry so it's practically impossible to end discrimination in America. The so called "white backlash" shows once again that it is practically impossible to end discrimination in America. b. The so called resistance of whites has been exaggerated. Many whites want to help blacks with their problems. Americans can see a lot of progress in getting rid of discrimination.	G (Race Relevant)	.35
3	a. The Black situation in America may be very confusing, but with enough money and effort it is possible to get rid of discrimination against Blacks. b. We'll never get rid of discrimination because that's the way people are.	G (Race Relevant)	-.34
16	a. If a kid studies hard, there is rarely anything like an unfair test. b. Lots of times test questions don't have anything to do with class work. So studying is really useless.	Ro	-.34

Table C (con.)

Form A

Grade 5th - 8th

Factor 1

34	a. It's really easy to have friends; a person just needs to try to be friendly. b. Sometimes making friends is a matter of being lucky enough to meet the right people.	J	-.34
59	Is it hard for you to know why some people do certain things? Yes or No.	Bia-Cro	-.32
63	When people are mean to you, could it be because you did something to make them be mean? Yes or No.	Bia-Cro	-.31
27	If a teacher didn't pass you in the next grade, would it probably be a. because she "had it in for you" or b. because your school work wasn't good enough?	Cra	.30

Table C (con.)

Form A
Grade 5th - 8th

Factor 2

18	When you read a story and can't remember much of it, is it usually a. because the story wasn't well written, or b. because you weren't interested in the story?	Cra	.31
57	When someone gets mad at you, can you usually do something to make him your friend again?	Bia-Cr	-.31
47	a. I like to do things on the spur of the moment. b. I prefer to have things all planned out in advance.	J	.30

Table E (con.)

Form A
Grade 5th - 8th

Factor 2

Item No.	Content	Scale	Loading
24	Suppose you weren't sure about the answer to a question your teacher asked you, but your answer turned out to be right, is it likely to happen a. because she wasn't as particular as usual, or b. because you gave the best answer you could think of?	Cra	.38
64	When somebody gets mad at you, do you usually feel there is nothing you can do about it?	Bi-Cr	.38
49	a. Discrimination affects all Blacks. The only way to handle it is for Blacks to get together as a group and demand rights for all Blacks. b. Discrimination affects all Blacks. The best way to handle it is for each Black person to act like any other American - to work hard, get a good education, and mind his own business.	G (Race Relevant)	.37
48	a. Working hard and steady is the way to get ahead in a job. b. Getting ahead in a job often depends on what kind of boss you happen to have.	J	-.34
50	a. In the long run people get the respect they deserve in this world. b. Unfortunately, a guy's good points are not seen no matter how hard he tries.	R	-.33

Table C (con.)

Form A
Grade 5th - 8th

Factor 3

Item No.	Content	Scale	Loading
54	Do you believe a kid can usually be whatever he wants to be when he grows up?	Bia-Cr	- .43
13	a. One of the big reasons we have wars is because people don't take enough interest in what happens in the world. b. There will always be wars, no matter how hard people try to stop them.	Ro	-.32
55	Do you often feel you get punished when you don't deserve it?	Ro	.29

Table 4 (con.)

Form A
Grade 5th - 8th

Factor 4

Item No.	Content	Scale	Loading
51	a. The average person can have an effect on what government does. b. The world is run by the few guys in power and there is not much the little guy can do about it.	R	.39
58	Can you ever try to be friends with another kid even if he doesn't want to?	Bi-Cr	.35
13	a. One of the big reasons we have wars is because people don't take enough interest in what happens in the world. b. There will always be wars, no matter how hard people try to stop them.	R	.31*
4	a. Many Blacks who don't get ahead in life have good training. But the breaks always go to the whites. b. Blacks may not get the same breaks as whites. But many Blacks haven't prepared themselves enough to make use of the chances that come their way.	G (Race Relevant)	-.31
20	Suppose a person doesn't think you are very bright, or clever. a. can you make him change his mind if you try to or b. are there some people who will think you're not very bright no matter what you do?	Cra	.30

*Also loading on Factor 3

Table C (con.)

Form A
Grade 5th - 8th

Factor 5

22	When you learn something quickly in school, is it usually a. because you paid close attention, or b. because the teacher explained it clearly?	Cra	.33
43	a. If you aren't popular, you haven't learned how to get along with others. b. Popularity depends a lot on what group you happen to get into.	J	-.33
31	If you can't work a puzzle, is it more likely to happen a. because you are not especially good at working puzzles, or b. because the instructions weren't written clearly enough?	Cra	.31*
52	a. When whites see how strong blacks are, they get angry so it's practically impossible to end discrimination in America. The so called "white backlash" shows once again that it is practically impossible to end discrimination in America. b. The so called resistance of whites has been exaggerated. Many whites want to help blacks with their problems. Americans can see a lot of progress in getting rid of discrimination.	G (Race Relevant)	-.31*

*Also loading on factor 1

Table 3 (con.)

Form A
Grade 5th - 8th

Factor 5

Item No.	Content	Scale	Loading
16	a. If a kid studies hard there is rarely anything like an unfair test. b. Lots of times test questions don't have anything to do with class work. So studying is really useless.	R	.40
12	a. Sometimes I can't understand how teachers arrive at the marks they give. b. I can get good marks if I study hard.	R	.39
33	If a teacher says to you, "try to do better," would it be a. because this is something she might say to get her pupils to try harder, or b. because your work wasn't as good as usual?	Cra	.39
40	a. Sometimes no matter how much you've thought something out, you can't get it across to people. b. If you know what's on your mind, it's easy to explain it to others.	J	-.36
59	Is it hard for you to know why some people do certain things?	Bi-Cr	.35*
60	If another child was going to hit you, could you do anything about it?	Bi-Cr	.35*

*Also loading on Factor 1

Table 2 (con.)

Form A

Grade 5th - 8th

Factor 5

19	Suppose you did better than usual in a subject at school. Would it probably happen a. because you tried harder, or b. because someone helped you.	Cra	.30*

* Also loading on factor 1

Table 9

Factor analysis of pool of expectancy questions for grades 5 - 8. - Form B (Varimax rotation)

Factor 1

Item No.	Content	Scale	Loading
B22	Suppose you study to become a teacher, scientist or doctor and you fail. Do you think this would happen a. because you didn't work hard enough, or b. because you needed some help, and other people didn't give it to you?	Crandall	.53
B 4	a. Discrimination against blacks is here to stay. b. White people may not like blacks, but it's possible for Americans to completely get rid of real discrimination.	Gurin (Race relevant)	.51
B19	Suppose your perents say you are doing well in school. Is this likely to happen a. because your schoolwork is good, or b. because they are in a good mood?	Crandall	-.49
B58	Does it ever help to think about what you will be when you grow up?	Bialer	-.47
B53	a. If a Black only tries hard enough, he can get ahead even if some whites try to stop him b. It's true that a single Black can get ahead by hard work, but every Black will sometimes be put down no matter how hard he, as an individual tries	Gurin (reworded Rotter)	-.47

Table 3 (con.)

Form B

Grade 5th - 8th

Factor 1

Item No.	Content	Scale	Loading
B25	When you read a story and remember most of it, is it usually a. because you were interested in the story, or b. because the story was well written?	Cra	-46
B57	Can kids your age ever have anything to say about where they are going to live?	Bi	-45
B 1	Good luck is more important than hard work for success a) Yes b) No	Coleman	45
B49	a. Trying to "fit in" and do what's considered "proper" hasn't paid off for Blacks. It doesn't matter how "proper" you are, if you're black you will be discriminated against. b. Many Blacks are just not up to American standards. A black who is educated and does what is right will be accepted and get ahead.	Gurin (Race Relevant)	45
B 40	a. Getting into trouble depends completely on the kind of life you lead b. If the breaks are against you, you can get into trouble	Jessor	-44
B45	a. Becoming successful is sometimes a matter of getting the right breaks b. Getting ahead in life depends entirely upon a person's ability	Jessor	43

Table 1 (con.)

Form B

Grade 5th - 8th

Factor 1

Item No.	Content	Scale	Loading
B50	a. Many of the bad things in people's lives are partly due to bad luck b. People's troubles result from the mistakes they make	Rotter	40
B42	a. A major cause of wars is that people do not take enough interest in world events b. I feel more and more helpless in the face of what is happening in the world today	Jessor	39
B 17	If a teacher passes you to the next grade, would it possibly be a. because she liked you, or b. because of the work you did?	Crandall	-36
B 30	Suppose you are showing a friend how to play a game and he has trouble with it, would this happen a, because he wasn't able to understand how to play or b. because you couldn't explain it well?	Crandall	-36
B 20	When you lose at a game of cards or checkers, does it usually happen a. because the other player is good at the game or b. because you don't play well?	Crandall	-35

Table D (con.)

Form B

Grade 5th - 8th

Factor 1

Item No.	Content	Scale	Loading
B 27	If people think you're bright or clever, ist it	Crandall	33
	a. because they happen to like you, or		
	b. because you usually act that way		
B 3	a. The best way to get rid of discrimination is by getting together and protesting	Gurin (Race Relevant)	-33
	b. The best way to get rid of discrimination is for each Black person to know more than the best white person		
B 4	a. Without the right breaks one cannot be a successful leader	Rotter	-32
	b. Capable people who fail to become leaders just don't use the chances that come their way		
B 43	a. Live in the present; the future will take care of itself	Jessor	-32
	b. The future must be planned and prepared for		
B 56	When nice things happen to you, is it only good luck?	Bialer	32
B 39	a. It's very important to have your life laid out pretty far in advance	Jessor	31
	b. It's really not possible to see your life more than a year ahead		

Form B

All Grades

Factor 1

Item No.	Content	Scale	Loading
B 23	If a teacher says to you "Your work is fine," is it a. because teachers usually say this to encourage pupils, or b. because you did a good job?	Crandall	30

Table 7 (con.)

Factor 2

All Grades

Form B

Factor 2.

Item No.	Content	Scale	Loading
B44	a. Human nature being what it is, people can't change very much b. If they work at it, people can make what they want of themselves	Jessor	49
B55	Will people usually do things for you if you ask them?	Bialer	-46
B54	When bad things happen to you, is it usually someone else's fault?	Bialer	35
B13	a. In my case, getting what I want has little or nothing to do with luck b. Lots of times, we might just as well decide what to do by tossing a coin	Rotter	-32
B56	When nice things happen to you, is it only good luck?	Bialer	31

Table 1 (con.)

Form B

All Grades

Factor 3

Item No.	Content		
B62	Can you ever make other people do things you want them to do?	Bialer	47
B8	a. Blacks would be better off and treated the same as everyone else if there were fewer protests and demonstrations	Gurin (Race Relevant)	-37
	b. Only if blacks get together and protest and demonstrate will they get what they should have.		
B18	When you have trouble understanding something in school is it usually		
	a. because the teacher didn't explain it clearly, or	Crandall	32
	b. because you didn't listen carefully?		
B13	a. In my case, getting what I want has little or nothing to do with luck	Rotter	-32
	b. Lots of times, we might just as well decide what to do by tossing a coin		
B46	a. Sooner or later man will have nature completely under his control	Jessor	30

*Also 1 grading or Factor 2

Table D (con.)

Form B

All Grades

Factor 4

Item No.		Content		
B7	a.	Standing up and protesting as a group is one way to handle discrimation. But most problems would be handled better by black leaders talking to white leaders.	Gurin (Race Relevant)	-38
	b.	Most discrimation can't be handled unless blacks get together and fight for the rights of all blacks		
B35	a.	I don't spend much time thinking about the past.	Jessor	31
	b.	I often think about the things I did as a child		

Table D (con.)

Form B

All Grades

Factor 5

Item No.		Content	Scale	Loading
B9	a.	Important jobs go to smart people who deserve being chosen	Gurin (Personal Efficiency)	34
	b.	It's hard to know why some people get important jobs, and others don't. Ability doesn't seem to be too important		
B11	a.	People are lonly because they don't try to be friendly	Rotter	33
	b.	There's not much use in trying too hard to please people. If they like you, they like you		
B64		Do you really believe a kid can be whatever he wants to be ?	Bialer	31
B52	a.	If we try hard enough we can have a fair government	Rotter	
	b.	It is hard for people to have much control over what the politicians in office do.		